



HOME LEARNING

CASE STUDIES

TCES provides specialist education for neurodiverse pupils. Our Home Learning service offers both distance learning (across the UK) or home based (London and the Home Counties) one-to-one learning to students aged 5 to 25 who are currently without school-based SEN provision.

MARK

CONTEXT – Mark, aged 19, has a diagnosis of Social, Emotional, and Mental Health needs and Autism Spectrum Condition. Mark receives additional support from secondary care services.

Mark's needs around anxiety and depression have escalated during the Covid-19 pandemic to the extent that he has not been able to leave the family home; he also has attachment issues.

He finds communication difficult and at times overwhelming and will often have to interact through others.

IMPACT – Due to Mark's high anxiety, learning has been undertaken online. Although Mark could not initially interact with staff verbally, he has been able to follow the curriculum and has consistently produced high quality work – most notably developing his exceptional talents in Art and Design.

As a result of the bespoke programme of support, Mark has since been able to develop his communication both verbally and on camera with multiple staff. This has widened the safety net for Mark and given him access to a broader curriculum.

We were able to adapt his programme and have implemented consistency into Mark's day-to-day life. We have been able to allow Mark time and space in learning, aware of changes in Mark's thoughts and feelings and able to anticipate his needs.

TCES Home Learning has remained in regular communication with social and support workers to address any potential changes to his emotional wellbeing.

Although Mark continues to have challenges, he has built a trust and understanding with staff who are able to best meet his emotional and academic needs.

Supporting neurodiverse young people who are often marginalised or have 'fallen through the educational net'



RICKY

CONTEXT – Ricky had not attended his school for the entire academic year due to anxieties around accessing education. He has Social, Emotional, and Mental Health needs and found the journey into school challenging as well as engagement with peers to be a barrier to attendance and engagement.

Ricky was in Year 11 when referred to TCES Home Learning, although had no idea of potential next steps within education, employment, or training from September onwards.

IMPACT – From the Spring term, initial relational work was able to engage Ricky in lessons, supported by peer learning which gave him socialisation opportunities in learning. His initial participation was encouraging, and further academic learning was based around personal and academic interests.

During the Summer term, Ricky was able to undertake GCSEs in English Language and Maths with support from TCES Home Learning and applied for a college placement to study Plumbing. Home Learning supported Ricky to attend a college visit, during which Ricky was able to meet staff at his next setting.

Thanks to his dedication, Ricky's teacher-assessed grades in Maths and English have since secured his college place. Home Learning will continue to be able to provide potential support should Ricky have any difficulties from September onwards.

HANNAH

CONTEXT – Hannah was in Year 6 when they started a new placement in September, having previously found school life difficult due to needs associated to their diagnosis of Autism Spectrum Condition.

They experienced several challenging episodes at the start of the year, and their parents withdrew them from the school having been particularly worried about the impact that the speed of transition might be having on Hannah's wellbeing.

Although Hannah was participating in elective home education, this was deemed unsuitable to meet their needs, at which point TCES Home Learning were consulted to help Hannah to re-engage and support an eventual reintegration back into school.

Initially, Hannah displayed significant anxieties around education, and parents had serious worries about their potential return to school.



IMPACT – In January, TCES Home Learning's involvement began, during which time Hannah was able to engage on a one-to-one basis with a teacher in the home. Hannah soon displayed an enthusiasm to engage in an individualised curriculum and gradually became more confident communicating with staff.

Hannah also participated in occupational therapy leading to engagement in a therapeutic curriculum which enabled a smooth transition into their soon-to-be school.

Once steady progress and consistency within learning was achieved, their phased reintegration into a group learning environment was planned between TCES Home Learning, the school and other education professionals.

TCES Home Learning worked collaboratively with their new setting, also communicating regularly with Hannah's mother to ease her concerns regarding this transition. The curriculum was shared between different services and progress was regularly reviewed.

Now, Hannah is attending school every day. They are continuing to increase participation in school life and are building towards a full timetable comprising a wide-ranging curriculum.

TCES PROMISE

We do not exclude pupils. We never give up!

- Visit: www.tces.org.uk
- Email: referrals@tces.org.uk
- Call: 020 8543 7878

TCES is committed to safeguarding vulnerable children and safeguarding is the responsibility of us all.

